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AUTHOR Basile, Joseph C., II; Thabet, Nancy J.
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ABSTRACT

The paper traces the establishment and outcomes of a special education program development unit as part of the West Virginia Department of Education. It is explained that the office used a process/product planning approach with information on mission, role/function, allocation of function and resources, and multiple matrix analysis planning. Based on a successful approach to general education program development, the special education program development process was guided by two underlying beliefs: learner-based decision making and research-based decision making. In order to assure a high quality research data base, a modified Delphi technique was used. A delivery system was designed which uses curriculum-based assessments to select general education and additional learning outcomes for individualized education programs (IEPs) and which determines the least restrictive environment and graduation requirements for handicapped students. Prototypes were developed for retrieving appropriate objectives and mastery information for IEPs and for determining the most appropriate learning outcomes for students eligible for special education. Guidelines were set for reviewing and selecting special education materials. Appendixes include information on the process for interfacing existing special education objective documents with state approved learning outcomes and selecting learning outcomes for the IEP. (CL)

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MEETING EDUCATIONAL NEEDS OF HANDICAPPED STUDENTS: SPECIAL EDUCATION INTERFACING WITH GENERAL EDUCATION

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Prepared by:

Joseph C. Basile, II
Director
Educational Program Improvement

Nancy J. Thabet
Unit Coordinator
Special Education Program Services

For:

COUNCIL FOR EXCEPTIONAL CHILDREN
65th Annual Convention
Chicago, Illinois
April 20-24, 1987

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MEETING EDUCATIONAL NEEDS OF HANDICAPPED STUDENTS: SPECIAL EDUCATION INTERFACING WITH GENERAL EDUCATION

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SESSION ABSTRACT

MEETING EDUCATIONAL NEEDS OF HANDICAPPED STUDENTS: SPECIAL EDUCATION INTERFACING WITH GENERAL EDUCATION

Joseph C. Basile, II

Nancy J. Thabet

SESSION PURPOSE

The major purpose of this session will be to present information and share products regarding special education program development models that interface with general education. The presentation will focus on: 1) matching special education instructional objectives with general education learning outcomes; 2) using curriculum-based assessment to develop the IEP; and 3) the models' impact on least restrictive environment and graduation requirements for handicapped students.

SESSION OBJECTIVES

Session presenters will:

1. provide background information regarding special education program development;

2. provide specific information, products and activities regarding: a) using curriculum-based assessment to select general education and additional learning outcomes for the IEP; b) implementing procedures to adapt sample learning objectives, teaching strategies, resources and evaluation techniques/criteria to achieve learning outcomes; c) selecting textbooks and instructional materials for handicapped students; d) determining the least restrictive environment; and 3) determining graduation requirements;

3. provide session participants the opportunity to participate in a simulated activity;

4. respond to session participants' questions and facilitate discussion;

5. provide session participants with a copy of the session paper; and

6. provide session participants the opportunity to assess the session and provide feedback.

SESSION AGENDA

I.	Introduction/Session Overview	Nancy J. Thabet (10 Minutes)
II.	Overview of Special Education Program Development . . . . . • Background Information • Process for Interfacing Existing Special Education Objectives Documents with State Approved General Education Learning Outcomes	Joseph C. Basile, II (25 Minutes)
III.	Interaction/Reaction	Session Participants (5 Minutes)
IV.	Overview of a "Model for Selecting Learning Outcomes for IEPs" . . . . . • Background Information • Simulation: Using the "Model" • Curriculum-based Assessment • IEP Development • Least Restrictive Environment • Graduation Requirements	Nancy J. Thabet Session Participants (30 Minutes)
V.	Interaction/Reaction	Session Participants (10 Minutes)
VI.	Session Summary	Session Presenters (5 Minutes)
VII.	Session Evaluation	Session Participants (5 Minutes)

MEETING EDUCATIONAL NEEDS OF HANDICAPPED STUDENTS: SPECIAL EDUCATION INTERFACING WITH GENERAL EDUCATION

INTRODUCTION

In 1983 the West Virginia Department of Education demonstrated its commitment to special education and special education program development by assessing the Department's strengths and weaknesses related to special education. It was readily apparent that West Virginia had done an excellent job of establishing the initial administrative and regulatory organizational structures to attend to the expectations of Public Law 94-142. As a matter of fact, the Regulations for the Education of Exceptional Students exceeded expectations of federal law and were readily acceptable in West Virginia. West Virginia had received national recognition in the initial thrust in special education.

A major weakness surfaced during the assessment of progress in special education. The area of weakness was in the area of special education program development. A candid assessment of the situation revealed that little had been done in the area of special education program development. This weakness was not totally unexpected due to the amount of time and resources that had to be allocated to the establishment and implementation of administrative and regulatory organizational structures.

Thus, in 1983 the West Virginia Department of Education established an organizational unit, special education program development unit. This unit was assigned to the Department's Office of Educational Program Development. This unit was given the primary charge of establishing and implementing high quality special education program development. This office had a nationally recognized reputation in: 1) operationally defining educational program, 2) early childhood education, 3) middle childhood education, 4) adolescent education and 5) scoped, sequenced, articulation and aligned programs and areas of study. A major commitment of this office was the establishment of data-based and assessment driven systems. The office used a process/product matrix analysis strategic planning process that provided directional information relative to: 1) mission, 2) role/function, 3) allocation of function and resources (human, fiscal, physical and time) and 4) multiple matrix analysis planning.

Simply stated, six questions were immediately analyzed regarding special education program development:

1. Where have we been?
2. Where are we?
3. Where do we want to go?
4. Where should we go?
5. How will we get there?
6. How will we know we are there?

Although these questions seem almost comical, interestingly enough these questions had initiated and guided major successes in general education program development. For example, eight years ago - 1979, if one was to search for an operational process/product definition of education program, the search was amusing and frustrating. After considerable action based research, national and statewide surveys, the West Virginia Department of Education established the educational program components of educational program:

1. Rationale
   a. Philosophy
   b. Goals
2. Needs Assessment
3. Curriculum
4. Instruction
5. Program Management
6. Program Staffing
7. Evaluation
8. Communication
9. Facilities
10. Funding.

These educational program components were the result of a systematic analysis of the literature that was available in American public education. The guiding factor regarding this approach to program development was the *a priori* assumption that learner-based decisioning was to be the foremost criterion.

The philosophical and psychological underpinnings of this approach to program development are rather simple. In essence, this process of program development forces one to very clearly state, up front, beliefs and values regarding learners before ever establishing goals so that there is no administrative convenience decision-making when the "going gets tough." Simply stated, beliefs about learners lead to the statement of assumptions, thus values about learners, and subsequent establishment of goals. The hierarchical progression of the components is not an accident, rather, a carefully thought out and systematic approach that makes no "bones" about the importance of the learner.

This led to the establishment of research-based programmatic definitions (educational program statements) in early childhood education (K-4), middle childhood education (5-8) and adolescent education (9-12):

1. Programmatic Definition for Early Childhood Education
2. Programmatic Definition for Middle Childhood Education
3. Programmatic Definition for Adolescent Education.

These documents have received national recognition at all levels of the profession and have major impact, direct and indirect, in teacher preparation in West Virginia and other states. Consequently, the challenge to make major moves in special education program development was not as frustrating as it could have been considering the accomplishments in general education.

THE CHALLENGE:
SPECIAL EDUCATION PROGRAM DEVELOPMENT

The challenge in special education program development proved to be interesting and exciting. Considering the successes resulting from the design process used in general education program development, it was determined that the same belief structure would be used: 1) learner-based decision-making and 2) research-based decision making. The latter proved to be very interesting and challenging.

Since learner-based decision-making had been very successful in general education program development, the design procedures/processes and materials were readily available. The most difficult part of the belief structure to design and successfully implement was the research-based decision-making process. Given, for all intents and purposes, the "youth" of special education program development as it would relate to American public education and the significant criterion of high quality, the task was complex and time consuming.

In order to assure a high quality research data base, a modified Delphi technique was implemented to identify the "best of the best" researchers who were well known not only for their ability in research but the abilities to: 1) communicate in oral and written formats and 2) work well with study groups, task forces and the lay public.

The Delphi technique included multiple rounds of telephone interviews and frequency distribution that were carefully controlled by the use of standard interview questions.

Realizing the stringent nature of the criterion for the study of studies, outcome expectations were established so that the researcher/writer would, after applying a very strict screen, have the data to provide information related to the following:

1. To identify, through an analysis of appropriate research studies, service configurations which are appropriate for a given exceptionality.

2. To identify, through an analysis of appropriate research studies, criteria for making placement decisions for each service configuration. Consideration should be given to variables of pupil characteristics, range or level of severity, teacher satisfaction, quality of instruction, individualization, achievement, student attitude, assessment and pupil evaluation, homogeneity of pupils, classroom space available, ancillary assistance available in the classroom, and age span of students in an instructional grouping. Studies shall be limited to those reporting a minimal level of significance of .05.

3. To identify, through an analysis of appropriate research studies, criteria for determining time allocations for a given exceptionality in special education and regular education settings.

4. To identify, through an analysis of appropriate research studies, exemplary process model(s) for the integration of regular and special education services for a given exceptionality.

5. To identify, through an analysis of appropriate research studies, exemplary curriculum(s) and/or process/product model(s) for curriculum development for learners in a given exceptionality.

6. To identify, through an analysis of appropriate research studies, exemplary curricular program development models and evaluation models for individual building level programs, county school district programs and state programs.

7. To identify through an analysis of appropriate research studies, exemplary processes for adaptations of curriculum for a given exceptionality.

8. To summarize relevant court decisions, through an analysis of the research, affecting a given exceptionality.

9. To collect and organize, for the purpose of establishing data base, copies of relevant research studies in a given exceptionality.

Upon completion of the process, the field of potential researcher/writers was appreciably narrowed and the top three or four candidates surfaced on everyone's list, those individuals called during the multiple rounds of calls and interviews.

When the researcher/writer was contacted, the task was presented in the form of an intensive study of studies technique involving a set of standard parameters.

The following criteria were specified as guides to the selection of research studies for this project:

1. Dependent variable student growth (learning) measured;

2. Findings replicated in one additional study;

3. No fewer than 25 students in the study;

4. Study from which a relationship (e.g., finding, recommendation) is generic to some population of students larger than the sample studies;

5. The "relationship" has to be both reliable enough to be statistically significant and large enough to be practically significant;

6. The measure of "effectiveness" has to be based on long-term pupil gains in achievement areas recognized as important goals of education; and

7. The process measure has to specify the behaviors exhibited in such a way that they could be reproduced as desired.

In addition to these components and guidelines, it was noted that interviews with experts in the field would be beneficial. The results of study of studies activities and the interviews, along with other pertinent material, are presented below. These results are preceded by a description of sources of information used in preparing the report.

The productivity of this approach has been very valuable to special education program development. Two outstanding reports have been published, others are in the process: 1) Report of the West Virginia Task Force on The Education of Behavior Disordered Students and 2) The Education of Intellectually Gifted Students: The Report of the West Virginia Task Force. Others are in the process of being developed.

MEETING THE CHALLENGE: SPECIAL EDUCATION INTERFACING WITH GENERAL EDUCATION

The attitude of limited student potential and lowered expectations must be replaced with the attitude of unknown student potential and high expectations . . . for the benefit of the learner and in the best interest of a coordinated educational system, if the true concept of least restrictive environment (LRE) is ever to reach its potential. Special education has often been looked upon to accomplish what general education has not. The challenge is to consider special education an integral component in the context of the entire educational system, rather than a separate entity, to assure that students with handicapping conditions receive an education comparable to that of their non-handicapped peers. Expectations for quality and achievement in special education must be emphasized.

Curriculum is the key in planning for quality educational programs. The substance of the Individualized Education Program (IEP), the validity of long-term objectives and their relevance to the student must rely on system-wide curriculum bases. Curriculum foundations provide direction for instructional decision-making and assist with determining where students have been, where they are and where they are going. Outcome-based programs promote high expectations, establish priorities, increase student performance and lead to high achievement. An array of curriculum options is necessary to meet the individual needs of all handicapped students.

West Virginia Board of Education policies define a thorough and efficient system of education and require equality of substantive educational offerings and access to related services for all children. Such a system of education produces students who are competent in functional skills, prepared for the next academic or occupational level and are aware of the necessity to develop skills and habits that lead to a healthy and safe life. The quality of learning in West Virginia public schools is assured through a required curriculum - learning outcomes. The guiding principle for learning in West Virginia public schools is that each student will have the opportunity to achieve mastery of the state and county board approved programs of study and specified learning outcomes. The specified learning outcomes define the core values of high quality educational offerings and related services. To equalize educational opportunities, all students must have access to the basic

academic programs, the elective offerings defined as essential and high quality support services. Educational programs for handicapped students require a comprehensive and systematic approach to ensure such students the opportunity to achieve their highest potential.

In maintaining this philosophy, the Bureau of General, Special and Professional Education in the West Virginia Department of Education, contracted with each of eight Regional Education Service Agencies (RESAs) in October 1984 to develop a delivery system to assist the fifty-five county school districts in their selection and utilization of West Virginia Board of Education and county boards of education approved general education learning outcomes for handicapped students. Upon analysis, it became apparent that each RESA should pursue this goal collectively. The combined efforts ultimately would result in various prototypes for the selection and use of the learning outcomes.

Project advisory committees were charged with identifying or developing resources to enable county school districts to accomplish the following objectives:

1) implement procedures for identifying appropriate general education and/or additional learning outcomes based on the individual needs of the handicapped student;

2) implement procedures to adapt/modify: a) sample learning objectives, b) teaching strategies, c) materials and textbooks, d) resources, and e) evaluation techniques/criteria to achieve general education and/or additional learning outcomes which have been identified as appropriate according to the individual needs of handicapped students; and

3) implement a system to deliver general education and/or additional learning outcomes through handicapped students' Individualized Education Programs (IEPs) by using the developed procedures.

Since October, 1984, West Virginia Department of Education staff have assisted in the development of processes, models, field testing and revisions/refinement to implement such a delivery system. The system uses curriculum-based assessments to select general education and additional learning outcomes for the IEP and impacts least restrictive environment and graduation requirements for handicapped students. In essence, it ensures the delivery of a high quality educational program for all handicapped students.

PROCESS FOR INTERFACING EXISTING SPECIAL EDUCATION OBJECTIVE DOCUMENTS WITH STATE APPROVED LEARNING OUTCOMES

Historically, RESA and local education agency (LEA) personnel had developed and written various types of objective-based documents that facilitated the writing of Individualized Education Programs (IEPs). The print documents, generally, included specific objectives categorized by content area rather than by grade level and were systematically coded for easy use. The document information often was placed into a computer with the

computerized format permitting the special educator to retrieve the appropriate objectives and mastery information for the IEP. The obvious advantages were a highly systematized approach for writing IEPs and an efficient and rapid objective retrieval system.

Since the documents had excellent content and were used successfully over a period of time, it was determined that this information should not become dormant but instead be realigned by grade level to reflect the approved State Board of Education learning outcomes. Thus a prototype (Appendix A), delineating a procedural process(es) for permitting this alignment to evolve, was developed.

MODEL FOR SELECTING LEARNING OUTCOMES FOR THE IEP

Another prototype (Appendix B), the "Model for Selecting Learning Outcomes for the Individualized Education Program (IEP)," was developed to assist Placement Advisory Committees (PACs) with determining the most appropriate learning outcomes for individual students eligible for special education services. A pilot training session was conducted in November 1985 with representative PAC members selected from each of the eight regions. Final revisions of the model were made based on the information and feedback gathered at the pilot training session.

PACs are responsible for determining whether or not a student is eligible for special education services, developing an IEP for an eligible student and determining the LRE placement for the student. The model depicts the PAC function - developing an IEP for an eligible student.

Since the implementation of PL 94-142, students have been identified and served in special education programs. While it remains necessary to monitor procedural compliance with the law, the emphasis must focus on substantive program issues. Standardized tests are requisite in determining the eligibility of a student for special education services, but are of limited help in planning the student's IEP. Standardized tests are generally incongruent with curriculum objectives, thus the use of curriculum-based assessment (CBA), the measure of a student's progress in the curriculum of the local school, is essential to the successful use of the Model in developing an IEP. Through standardizing observation of performance in the curriculum, CBA provides reliable and valid data to assist with IEP planning.

The Model requires a PAC to answer questions regarding discrepancies that impact learning, the appropriateness at the student's grade placement of a program of study's learning outcomes, necessary program modifications and program delivery in regular or special education, when developing an IEP. Once all programs of study have been reviewed and appropriate annual goals and instructional objectives have been developed, the LRE placement for the student can appropriately be determined.

West Virginia's policy regarding graduation requirements provides for standard and modified diplomas. Standard diplomas are awarded to students who satisfactorily complete all state and county graduation requirements. These requirements are based upon the number of required and elective units of

credit attained in grades nine (9) through twelve (12) for satisfactorily completion of learning outcomes. A modified diploma is awarded to a student who satisfactorily completes modified graduation requirements. Modified graduation requirements are defined as the alternative learning outcomes specified in the IEP which must be completed by a severely handicapped student. These must be completed in a minimum of four years in grades nine (9) through twelve (12) to graduate from high school with a modified diploma.

An IEP must specify how graduation credit is to be earned by an eligible handicapped student. Primary consideration must be given to the completion of learning outcomes prescribed for all students.

A PAC determines whether or not approved learning outcomes in required and elective areas of study are reasonable for an individual student. Changes may be made to the delivery of learning outcomes through learning objectives, teaching strategies, media/resources and evaluation techniques. Such changes should be specified in the IEP. If a PAC determines that an individual student cannot successfully achieve the learning outcomes requisite in earning a standard diploma, the IEP must specify alternative learning outcomes which are appropriate to meet the needs of the student who will earn a modified diploma.

When training PAC members to use the Model, resource notebooks including an agenda, the purpose and objectives of the workshop, relevant West Virginia Board of Education policies and sections on CBA, IEP development, LRE and effective instruction, are provided to each workshop participant. The training includes a review of policy information that impacts special education and IEP development, an overview of the Model, simulated activities using the Model and a simulated activity regarding monitoring student progress based on effective instruction practices.

GUIDELINES FOR THE REVIEW AND SELECTION OF SPECIAL EDUCATION MATERIALS

A statewide advisory committee is in the process of developing guidelines to assist county school districts with the review and selection of instructional materials to be used in special education programs. The committee will use the generic and specific criteria developed to establish a recommended list of instructional materials for use in special education programs. Specific criteria will include, but not be limited to, content reflecting West Virginia Board of Education approved learning outcomes. The list will be cross-referenced by exceptionality (e.g. Behavior Disorders), programmatic level (e.g. preschool, early childhood), domain (e.g. cognitive), area of student (e.g. math) and type of material (e.g. textbook, software). Computerization will provide for ease in use and updating of the list.

SUMMARY AND CONCLUSION

West Virginia's dream has become a reality. State Board of Education policy provides a framework for a thorough and efficient system of education. The West Virginia Department of Education has established the components of an

educational program. Program development for each area of exceptionality is based upon a study of studies of current research and best practices. Learning outcomes for general and vocational education form the basis for the curriculum used in special education programs which exemplifies the philosophy of mainstreaming. Learning outcomes in the general and vocational areas are reviewed at grade placement by PACs to determine if and how they are appropriate for exceptional learners. Modifications and adaptations are made to the delivery of learning outcomes in regard to functionality and age appropriateness. To meet the unique needs of exceptional learners, learning outcomes can be expanded and/or enhanced (e.g., for gifted) and additional learning outcomes have been and will be developed (e.g., independent living skills for multihandicapped deaf/blind).

The use of learning outcomes for general and vocational education as the basis for special education curriculum impact IEP development, graduation requirements and placement in the least restrictive environment for exceptional students and preservice and inservice training as teachers are trained to deliver instruction to meet learning outcomes. Professional educators at all levels, parents and students should be held accountable for and share in the success of learning.

The purpose of this paper is to present information regarding the process/product format for establishing special education program development that is learner-based and meets the needs of exceptional learners. Several related papers and documents are available upon request from the writers.

APPENDIX A

PROCESS FOR INTERFACING EXISTING SPECIAL EDUCATION OBJECTIVE DOCUMENTS WITH STATE APPROVED LEARNING OUTCOMES

PROCESS STEPS FOR
INTERFACING LEARNING OUTCOMES
WITH EXISTING RESA DATA BASES

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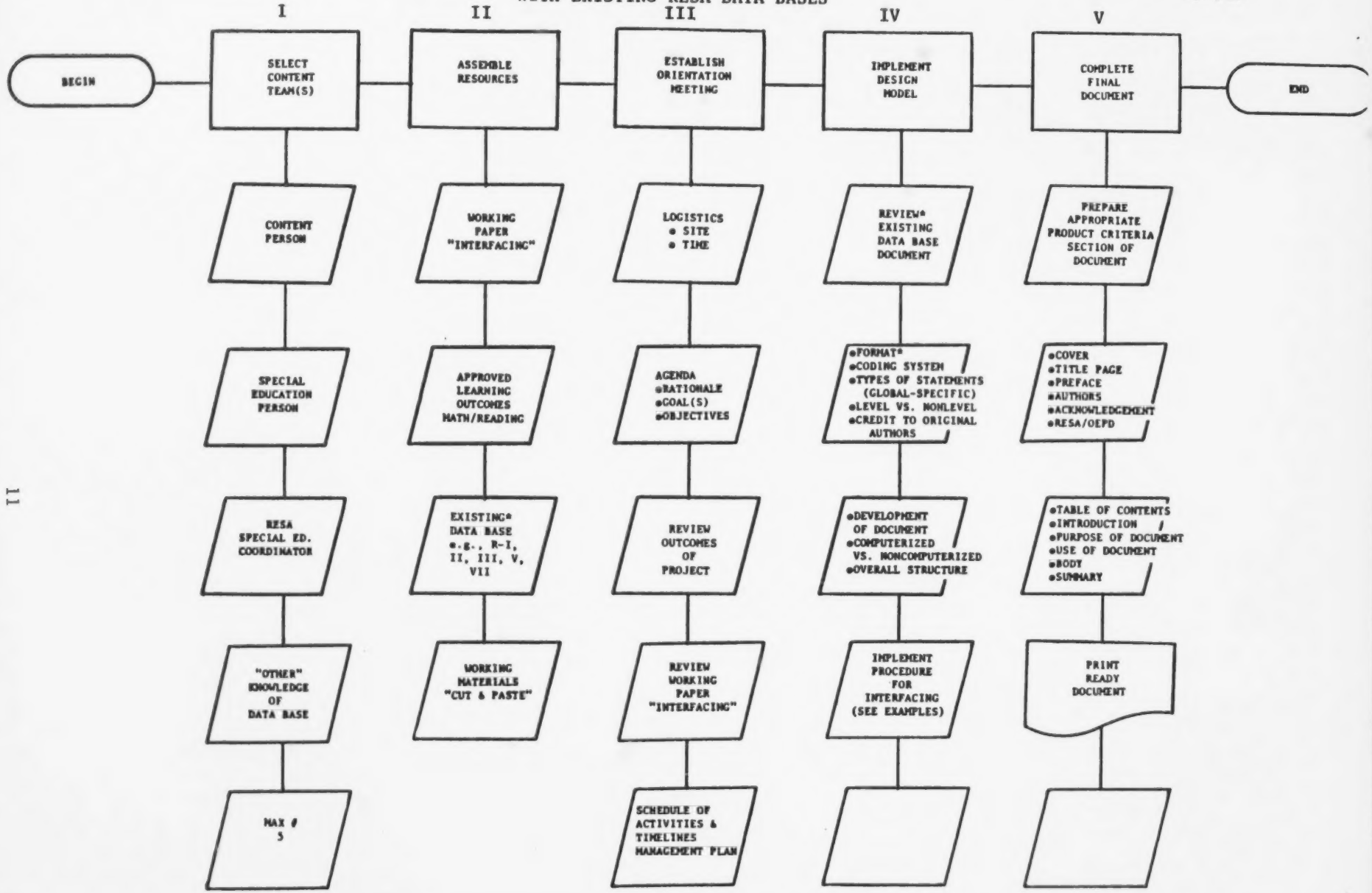
I
II
III
IV
V
BEGIN
SELECT CONTENT TEAM(S)
ASSEMBLE RESOURCES
ESTABLISH ORIENTATION MEETING
IMPLEMENT DESIGN MODEL
COMPLETE FINAL DOCUMENT
END
CONTENT PERSON
SPECIAL EDUCATION PERSON
RESA SPECIAL ED. COORDINATOR
"OTHER" KNOWLEDGE OF DATA BASE
MAX # 5
WORKING PAPER "INTERFACING"
APPROVED LEARNING OUTCOMES MATH/READING
EXISTING* DATA BASE *e.g., R-I, II, III, V, VII
WORKING MATERIALS "CUT & PASTE"
LOGISTICS • SITE • TIME
AGENDA •RATIONALE •GOAL(S) •OBJECTIVES
REVIEW OUTCOMES OF PROJECT
REVIEW WORKING PAPER "INTERFACING"
SCHEDULE OF ACTIVITIES & TIMELINES MANAGEMENT PLAN
REVIEW* EXISTING DATA BASE DOCUMENT
FORMAT •CODING SYSTEM •TYPES OF STATEMENTS (GLOBAL-SPECIFIC) •LEVEL VS. NONLEVEL •CREDIT TO ORIGINAL AUTHORS
•DEVELOPMENT OF DOCUMENT •COMPUTERIZED VS. NONCOMPUTERIZED •OVERALL STRUCTURE
IMPLEMENT PROCEDURE FOR INTERFACING (SEE EXAMPLES)
PREPARE APPROPRIATE PRODUCT CRITERIA SECTION OF DOCUMENT
•COVER •TITLE PAGE •PREFACE •AUTHORS •ACKNOWLEDGEMENT •RESA/OEPD
•TABLE OF CONTENTS •INTRODUCTION •PURPOSE OF DOCUMENT •USE OF DOCUMENT •BODY •SUMMARY
PRINT READY DOCUMENT
-TIMELINE-

FIGURE I

INTERFACING LEARNING OUTCOMES WITH EXISTING RESA DATA BASES

Figure 1 graphically summarizes the process steps, various input substeps and the final product expectations related to the project for interfacing learning outcomes with existing RESA data bases. The major process steps include: 1) selecting content area team(s), 2) assembling resources, 3) establishing orientation meeting, 4) implementing the design model and 5) completing the final document. The five major process steps are outlined as follows:

I. SELECT CONTENT AREA TEAM
- Select content area person
- Select special education person
- RESA Special Education Coordinator
- Select significant others that possess knowledge regarding the data base
- Suggest a maximum number of five members

It is recommended that the RESA Special Education Coordinators be responsible for the entire project, Processes for Interfacing An Existing Data Based Document With State Approved Learning Outcomes. The content team(s) membership should not exceed five members in order to facilitate communication and productivity.

II. ASSEMBLE RESOURCES
- Secure and use Processes For Interfacing An Existing Data Base Document With State Approved Learning Outcomes.
- Secure and use approved program of study learning outcomes; math, reading, science and art.
- Secure and use existing data base, e.g., RESA I, II, III, V, VII.
- Secure and use working materials, "cut and paste" (see "Sample Process Steps for Completing Interface" section of this paper).

It is important to note that the actual interface can be carried out in several ways. The sample process is a suggestion and has been used successfully in RESA VII.

III. ESTABLISH ORIENTATION MEETING
- Select site
- Establish time
- Prepare an agenda that includes:
  - Rationale
  - Goals
  - Objectives
  - Review of outcomes of project
- Review interfacing "working paper" at the orientation meeting
- Prepare schedule of activities and timelines to complete the interfacing project

The sample management plan in Appendix C may be helpful in planning the entire project from beginning to end.

IV. IMPLEMENT DESIGN MODEL

- Review existing data based document
- Consider the existing data based document's components:
  - Format
  - Coding
  - Types of statements, e.g., global vs. specific
  - Grade level vs. nongrade level
  - Development of document
  - Computerized vs. noncomputerized
  - Overall structure of document
  - Credit to original authors
- Implement procedure for interfacing (see sample process and individual RESA examples)

V. COMPLETE FINAL DOCUMENT

- Prepare final document in accordance with product criteria to include:
  - Cover and back
  - Title page
  - Preface
  - Authors
  - Acknowledgements for past and present authors and contributors
  - RESA and OEPD credit lines
  - Table of Contents
  - Introduction
  - Purpose of Document
  - Use of Document
  - Body (interfaced material - product form)
  - Summary
- Prepare camera ready/print ready copy (You type it! Budget for it).

The final document must be prepared on an IBM/PC to facilitate statewide, inter and intra-regional communication and use.

The preceding process steps, I through V, clarify the graphic display, Figure 1.

c. Retain approved programs of study learning outcomes on the final product form even if no objective statements from the RESA data base are available.

13. Repeat total process (1-12) for each approved program of study learning outcome.

NOTE: The final placement of an objective statement is professional judgement.

SAMPLE PROCESS STEPS FOR COMPLETING INTERFACE

The following list of thirteen steps is an example of the process used by RESA VII. This sample process provides a model for interfacing the RESA existing data bases with the approved program of study. The sample process is not intended to be an exclusive model but, rather, a prototype to complete the interface.

This sample process is a major substep of Step IV, Figure I.

SAMPLE PROCESS STEPS FOR COMPLETING INTERFACE

1. Begin with approved program of study learning outcomes for reading. (math, science and art may be used)
2. Secure and review approved programs of study learning outcomes reading and begin with level K.
3. Secure and review the existing RESA data base document for structure and content.
4. Return to approved program of study learning outcome document (reading).
5. Begin with the first reading learning outcome.
6. SEARCH I: Review RESA data base document objective statements in the parallel content area and select objective statements from the RESA data base document that are congruent with the approved learning outcomes and appropriate for grade level.
7. SEARCH II: Review other sections of the RESA data base document for objective statements and select other objectives appropriate to the grade level and the learning outcomes.
8. Preserve and maintain existing coding system with the selected objective statement to the new placement.
9. Complete product form (Appendix-B and Appendix-D).
10. Sequence newly placed objective statements from simple to complex.
11. Establish adjunct coding system.
12. SPECIAL NOTES:
    a. In selecting and appropriately placing objective statements with learning outcomes referring to learning outcome sample objectives may facilitate final placement decision.
    b. In reviewing RESA data base, structural components (e.g., RESA VII strands) may be discarded.

APPENDIX B

SELECTING LEARNING OUTCOMES FOR THE INDIVIDUALIZED EDUCATION PROGRAM

PAC SELECTS LEARNING OUTCOMES FOR THE IEP

Step 1. Review the initial variables
- a. Grade placement
- b. Chronological age
- c. General intelligence
- d. Academic performance

---

to ascertain:
- e. if there are discrepancies between, among and within these initial variables
- f. areas of discrepancies
- g. impact of discrepancies.

Step 2. Review the secondary variables
- a. Behavior
- b. Sensory
- c. Physical
- d. Communicative
- e. Career interests and vocational aptitude

---

to ascertain:
- f. if there are discrepancies within each of these other variables
- g. areas of discrepancies
- h. impact of discrepancies.

Step 3.

3.1 Select a program of study and review the learning outcomes at the grade placement

3.2 Determine whether or not the learning outcomes at grade placement are appropriate
- a. If appropriate
  - 1) determine if there is need for adaptation
  - 2) if yes, review/select existing program(s)

  OR
  - 3) if no, develop a program
  - 4) determine if there is a need for adaptation
  - 5) select the areas of adaptation.

Step 4. Determine program delivery for learning outcomes.

Step 5 Determine if all programs of study needs are met. If not, return to STEP 3.

Step 6. Determine Least Restrictive Environment.

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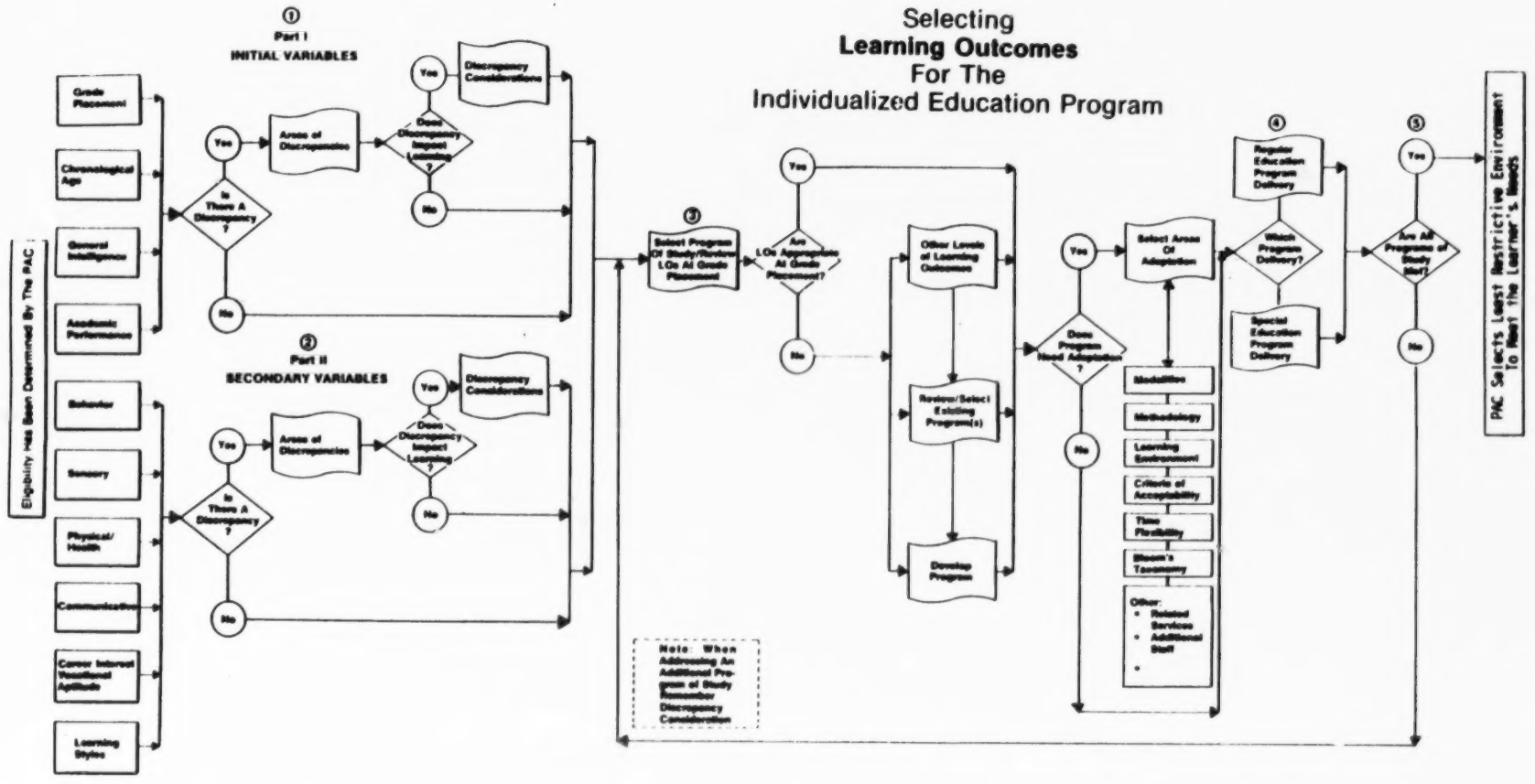

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APPENDIX-C

SAMPLE ADJUNCT CODE FORM

SAMPLE ADJUNCT CODE FORM

ADJUNCT CODE	APPROVED PROGRAM OF STUDY LEARNING OUTCOMES	RESA DATA BASE OBJECTIVE STATEMENTS
(To be established)	A. Program of Study: Reading I. Area/Level: Level K I.0 Exhibit muscular coordination via gross and fine motor skills.	ADPEOL Will develop and improve gross body coordination. (NOTE: From RESA VII Strands Data Base)

FIGURE 9

REFERENCES

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07B/0176k

MEETING EDUCATIONAL NEEDS OF HANDICAPPED STUDENTS:
SPECIAL EDUCATION INTERFACING WITH GENERAL EDUCATION

COUNCIL FOR EXCEPTIONAL CHILDREN
65th Annual Convention
Chicago, Illinois
April 20-24, 1987

SESSION FEEDBACK FORM

DIRECTIONS: Please circle the appropriate number and return this form to the session presenter(s). Thank you!

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
1. The presentation was clear and concise.	1	2	3	4
2. The content of the presentation was appropriate.	1	2	3	4
3. Organization and format of session was satisfactory.	1	2	3	4
4. Objectives of the session were met.	1	2	3	4
5. Information presented was valuable.	1	2	3	4

6. In the space below please write any personal reactions which you feel are important in terms of assessing the value and worthiness of this session: _____

_____

_____

_____

_____.

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